COURSE OUTLINE

EDU359 Teaching Senior Secondary History

School: School of Education and Tertiary Access

2024 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING Most of your course is on campus but you may be able to do some components of this course online.

*Please go to usc.edu.au for up to date information on the
teaching sessions and campuses where this course is usually offered.*

1. What is this course about?

1.1. Description

In this course, you will develop knowledge and skills for implementing the Queensland Senior Secondary History curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and analyse a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within History.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage with online learning materials, associated activities and required/recommended course reading materials accessed through Canvas and using the required textbooks.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – A face to face tutorial which involves on-campus activities using technology to engage with and apply course content and outcomes.	2hrs	Week 1	10 times

1.3. Course Topics

- Queensland Senior history curriculums as devised by the Queensland Curriculum and Assessment Authority (QCAA)
- Curriculum design, planning and alignment of content, pedagogy and assessment for senior history
- Teaching and learning strategies for engagement of diverse learners in history
- Assessment, marking, moderation and reporting practices in senior history
- Historical inquiry skills for senior secondary students
- Integrating resources including information and communication technologies (ICT) into the history curriculum
- Literacy and numeracy in senior history
- Embedding Aboriginal and Torres Strait Islander histories, culture and knowledges in the senior history curriculum.

2. What level is this course?

> 300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Identify and apply knowledge of history content and historical inquiry and the Senior Secondary History curriculum.	Knowledgeable Creative and critical thinker	2.1, 2.2, 3.1, 3.2
2 Identify and apply a range of teaching and learning strategies, including ICT, that provide achievable challenges and engage the diversity of students in senior histories.	Knowledgeable Creative and critical thinker	2.2, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.5
3 Plan, create, explain and justify principles of assessment, moderation, feedback and reporting, that measure senior students' progress towards achievement standards in senior history.	Creative and critical thinker Empowered Engaged	2.3, 5.1, 5.2, 5.3, 5.4, 5.5
4 Explain and justify planning, resourcing, teaching strategies, ICT, literacy, numeracy and 21st century skills developed through senior History curriculum and historical inquiry.	Creative and critical thinker Ethical Engaged	2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

CODE	COMPETENCY
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program (AE304 and a History Major or History Studies Extended Minor) or (ED315 and a History Minor)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

It is expected that students engaging in this course have undertaken tertiary history content courses that will be drawn upon within this course

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In preparing for Task 1, a formative peer review process will occur in the course discussion board in Canvas.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Examination - not Centrally Scheduled	Individual	25%	1000-1250 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	30%	1200 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual	45%	2500 words	Refer to Format	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Senior History Syllabus Evaluation

GOAL:	The goal of this task is for you to investigate and evaluate the QCAA Senior Ancient and Modern Syllabi.
PRODUCT:	Examination - not Centrally Scheduled
FORMAT:	Submit 4pm Monday Week 4. With reference to the QCAA Senior Ancient History Syllabus and the QCAA Senior Modern History Syllabus, provide responses to the items on the questions on the examination paper. This is an open book exam that is to be completed in your own time over the first three weeks of Semester. Some of your responses will require engaging with your peers on the course discussion board on Canvas.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification and description of senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.	① ② ③ ④
	2	Critical analysis of syllabus design and how it contributes to student learning in the 2st century, making provisions for student diversity	①
	3	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy	③

All - Assessment Task 2: Pedagogy for senior history assessment

GOAL:	The goal of this task is to demonstrate your ability to identify and explain senior history content, curriculum and teaching strategies for internal assessment.
PRODUCT:	Written Piece
FORMAT:	Submit Monday Week 5, 9am. As a senior history teacher, you will be allocated in week one to a school that will form the context for this assessment task. You will be allocated a QCAA senior history summative internal assessment task. You will critically analyse this task to demonstrate your ability to apply your understanding of curriculum, pedagogy and assessment in Senior History. Your analysis will: • Identify how the selected summative assessment task connects to the final grade reported in this subject. • Critically analyse the Internal Assessment task; identify the strengths and weaknesses of the task for the students at the allocated school based on the school profile, the syllabus and contemporary literature. • Explain and justify the quality assurance processes that relate to the design, development, marking and moderation of the selected summative task. • Identify and justify your teaching of one task-specific QCAA senior history assessment criterion to illustrate your knowledge of: o scaffolding of assessment for your students o syllabus content knowledge o discipline-specific pedagogy o student engagement and participation

CRITERIA:	No.		Learning Outcome assessed
	1	Explanation and justification of History content and curriculum documents for assessment.	③
	2	Identification and application of senior secondary teaching and learning strategies to engage students in achievable challenges in senior secondary history skills development.	① ② ③
	3	Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	① ② ③

All - Assessment Task 3: Senior history learning sequence and lesson plan, plus presentation

GOAL:	The goal of this task is to demonstrate your ability to develop a historical inquiry sequence and write a lesson plan that identifies a set of resources and teaching strategies that are connected to the lesson. Teach a segment of the lesson and engage actively in a process of peer review of your own lesson and your colleagues.
PRODUCT:	Oral and Written Piece
FORMAT:	Submit: Written Friday Week 10, 9am; presentations during tutorials Week 9/10. Critically analyse the Senior History curriculum to identify an inquiry topic from your chosen syllabus. You will design a four-lesson learning sequence (based on a sample QCAA Teaching, Learning and Assessment Plan) for the inquiry topic. Your learning sequence must include the following components: • Rationale (introduce the inquiry topic and locate it in the 2019 syllabus), identifying learning goals and relevant content with reference to literature • Resources, including use of ICT to enhance learning • Considerations for diversity, including Aboriginal and Torres Strait Islander students and their histories • Outline of a four-lesson sequence for the topic • A detailed lesson plan developed for one lesson in the sequence • A shortened IA1 summative assessment task, which will include the essay question, four (4) seen and two (2) unseen sources with context statements • A statement of intended reporting of summative feedback to students and parents Formative feedback will be provided prior to submission. In week 9/10, you will teach a short (7-10 minute) segment of the developed lesson to your peers in the tutorial. Peer and lecturer feedback will be given.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification and application of senior secondary History curriculum and content.	①
	2	Application and explanation of senior secondary teaching and learning strategies to engage students in achievable challenges in senior secondary geography skills development	② ④
	3	Creation of a lesson plan that applies historical inquiry	① ② ④
	4	Application of oral and written communication skills that demonstrate the capacity to organise activity and provide clear directions and conform to APA referencing conventions and technical accuracy.	④

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Hoepper, Brian, et al	2019	Senior Modern History for Queensland	2019	Cambridge University Press
Recommended	Barrie, Alan, et al	2019	Senior Ancient History for Queensland	2019	Cambridge University Press

8.2. Specific requirements

> Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au